

In this view, you can create notes about the morphological and physiological characteristics of desert vegetation. Your notes can be in form of questions, reflection, learning diaries, concept maps...etc for your classmates and experts to respond. Please insert a 'Title' for your notes. Do not write your notes in this view.

Double click the icon for

- Desert Climate
- Desert Soil
- (Chat Room)
- Learnin
- We look

The notes in the desert plants.

Root Sys

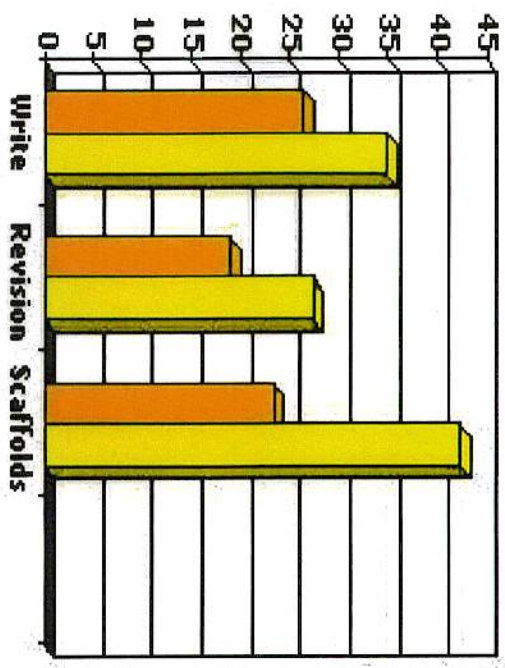
- My theory
- I need to understand
- New information
- This theory cannot
- A better theory
- Putting our knowled
- My Observation
- Assumption
- My Conclusion/Summ
- Cutting Edge/Produ

Problem

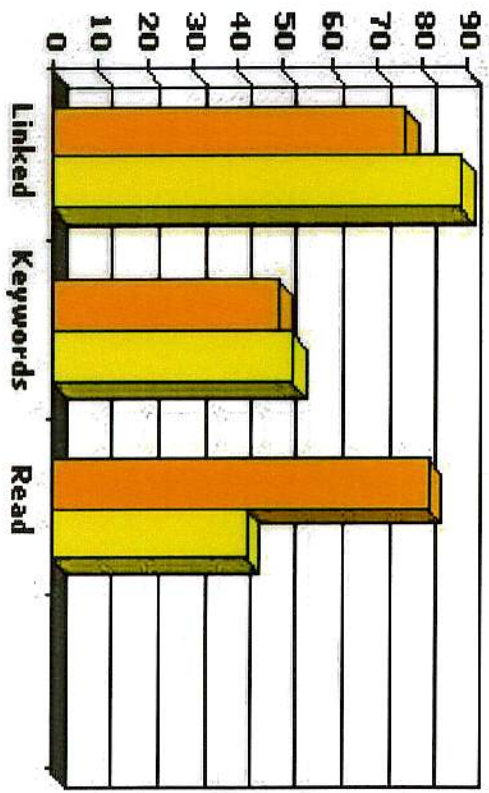
New information I have got some new information about the classification of the desert vegetation. Geophytes - these plants survive by remaining underground for most of the time as bulb. When rain comes, they quickly produce stems and flower.

Keywords: desert, geophytes,





■ Period 1
■ Period 2



■ Period 1
■ Period 2

Levels of Explanatory Inquiry

(from Chan & Lee, 2001)

Level 1. Questions asking about the definitions of terms.

Level 2. Factual, topical, and general questions. Statements turned into questions by adding 'why' or 'how.'

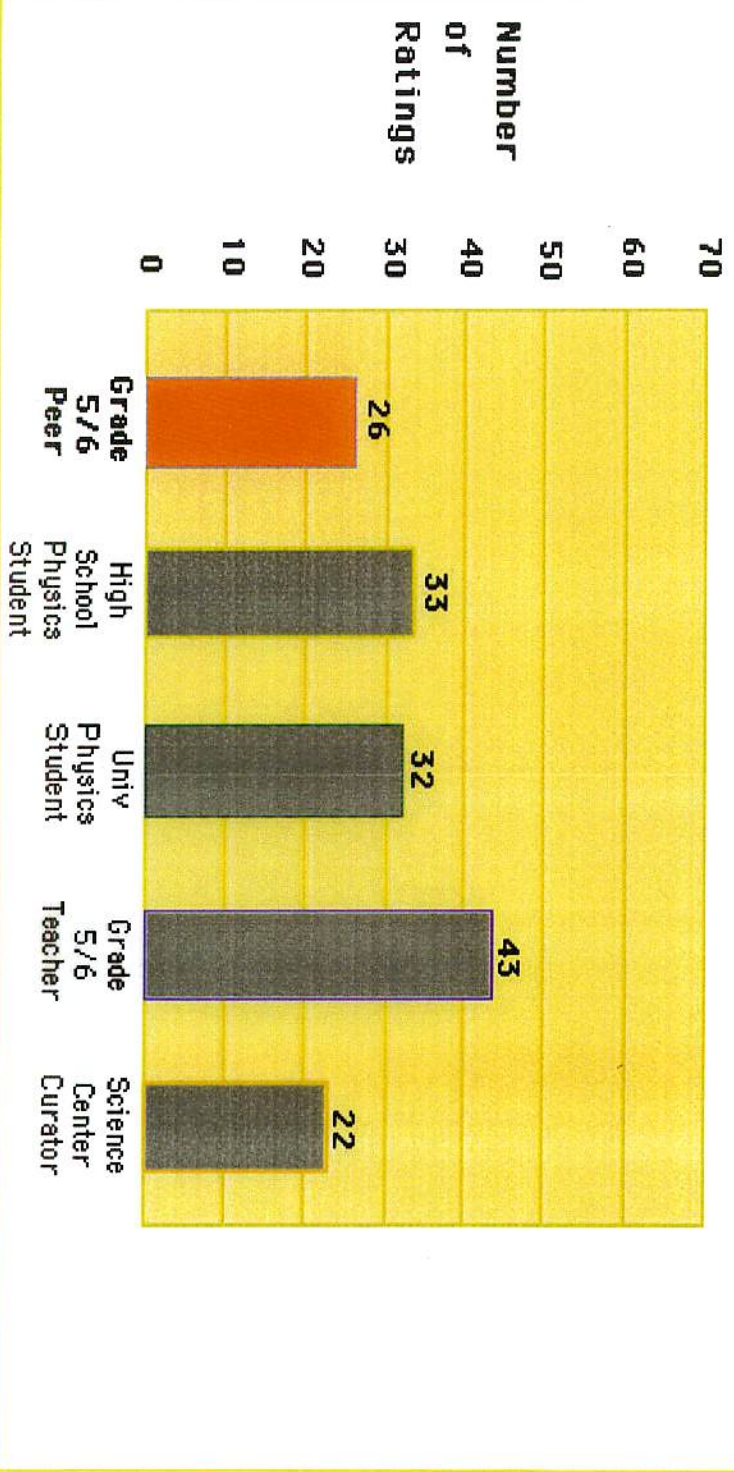
Level 3. Questions with conjectures.

Level 4. Explanation-based questions. Questions centred on problems that arise from an effort to produce explanations.

Example of Level 4 Question

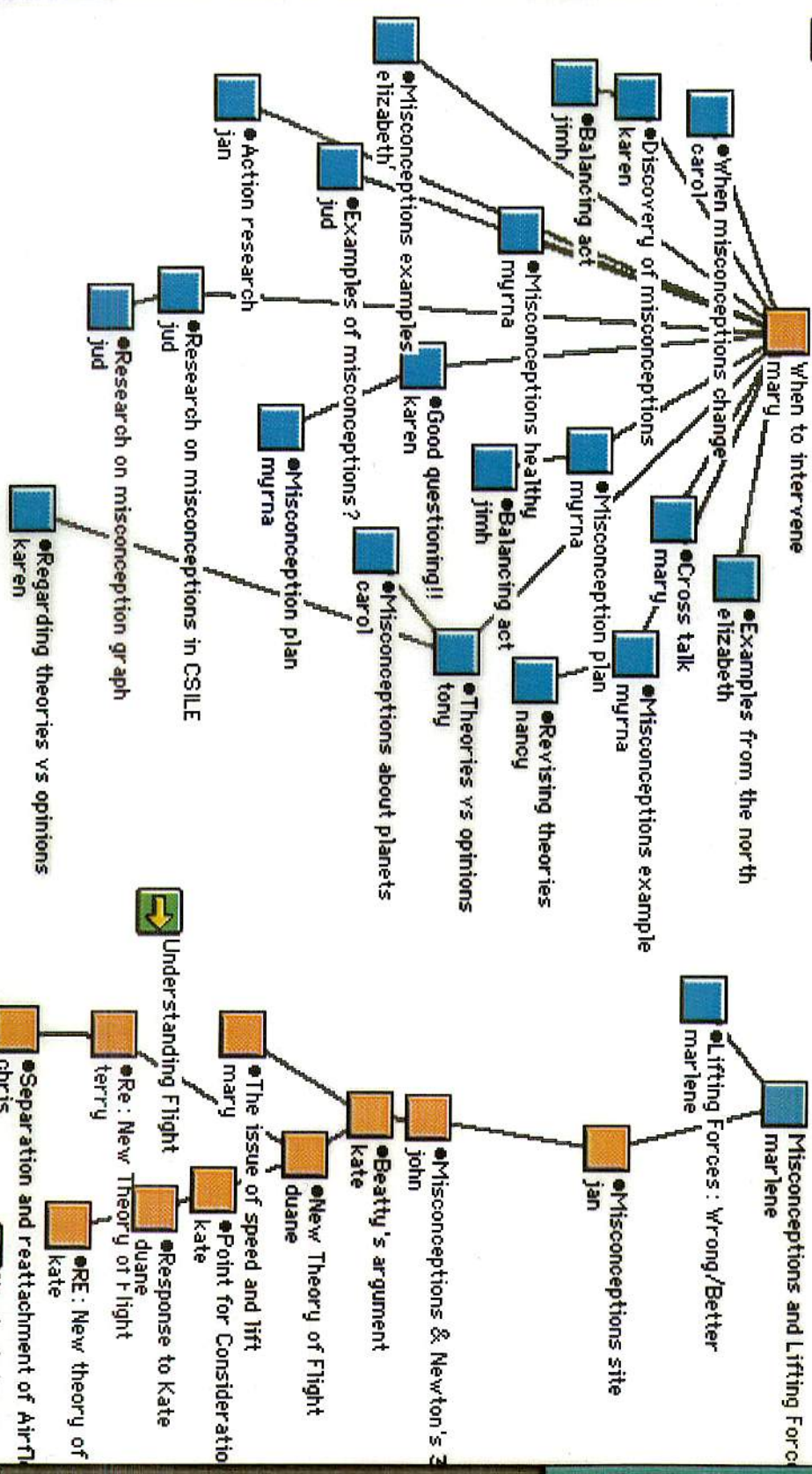
I don't understand why the plate located at the hot spot will tend to move apart. It seems there are no relationships between hot spot and the movement of plate. For example, Hawaii is located on the hot spot. Does it really split up? I think hot spots are related to the formation of volcano or volcanic arc or island. I would like some explanations on how hot spots are related to the movement of plates.

Ratings of Grade 5/6 Peer Comments



Misconceptions

How do we teach Flight?



Lifting Forces: Wrong/Better - marlene

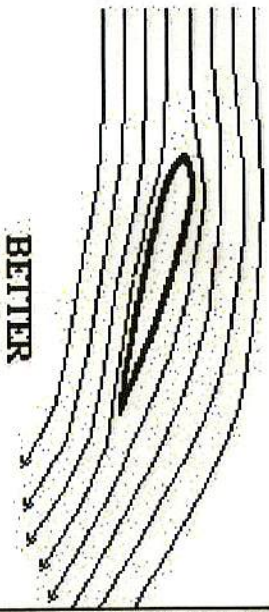
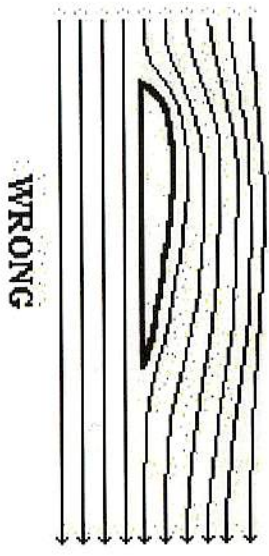
Problem

How does lift occur?

Reference for air stream

<http://www.eskimo.com/~billb/misoon/misoon.html> 1

Some books explain that the lifting force on an aircraft wing is created because the upper wing surface is more curved than the lower. They state that air dividing at the leading edge of the wing must rejoin at the trailing edge, so the upper air stream must move faster, and so the wing is pulled upwards by the Bernoulli effect. This is not correct. The same books often contain a misleading diagram showing a flat-bottomed wing with flow lines of the surrounding air. 2



Keywords

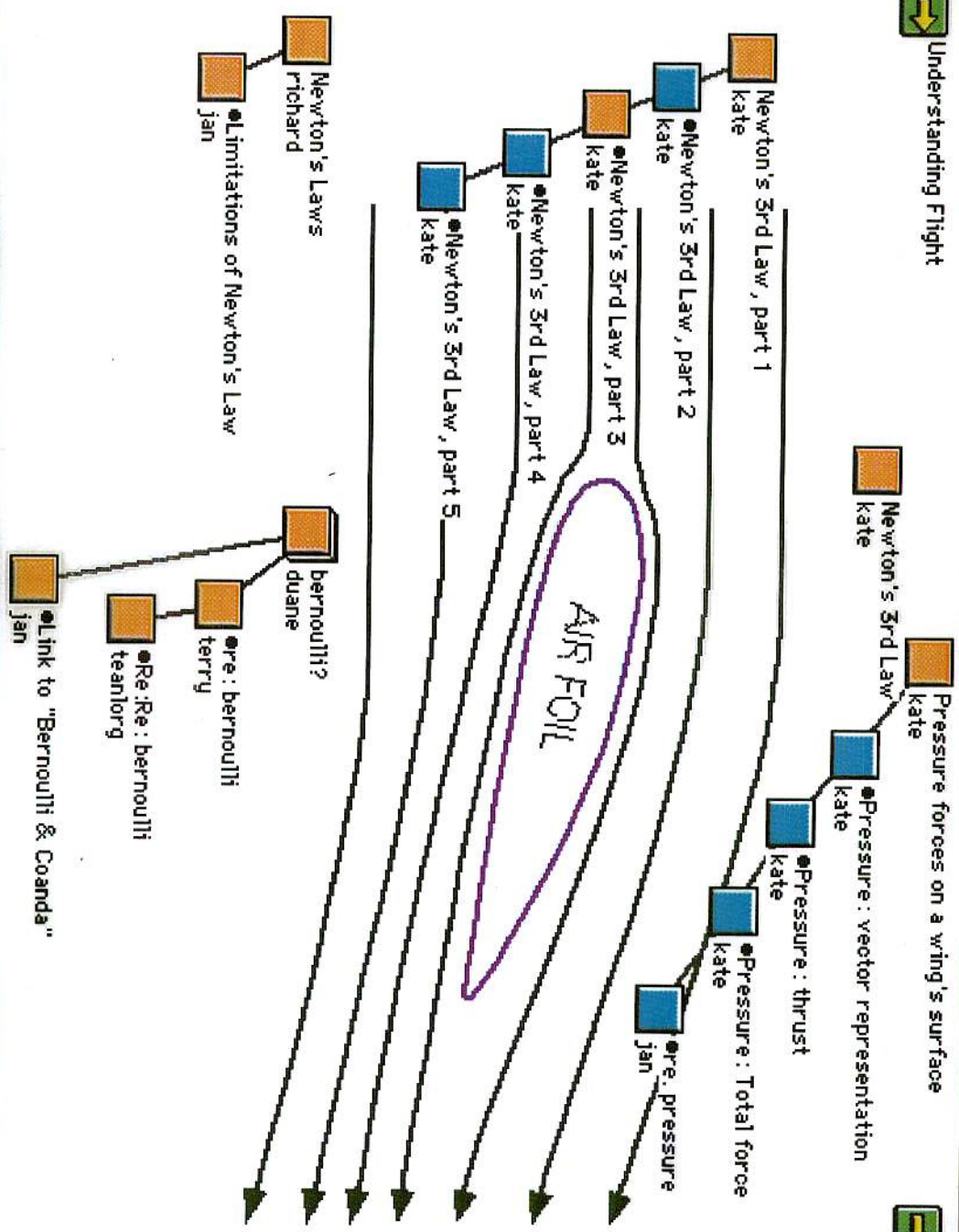
Scaffolds Build On 1 References

Close

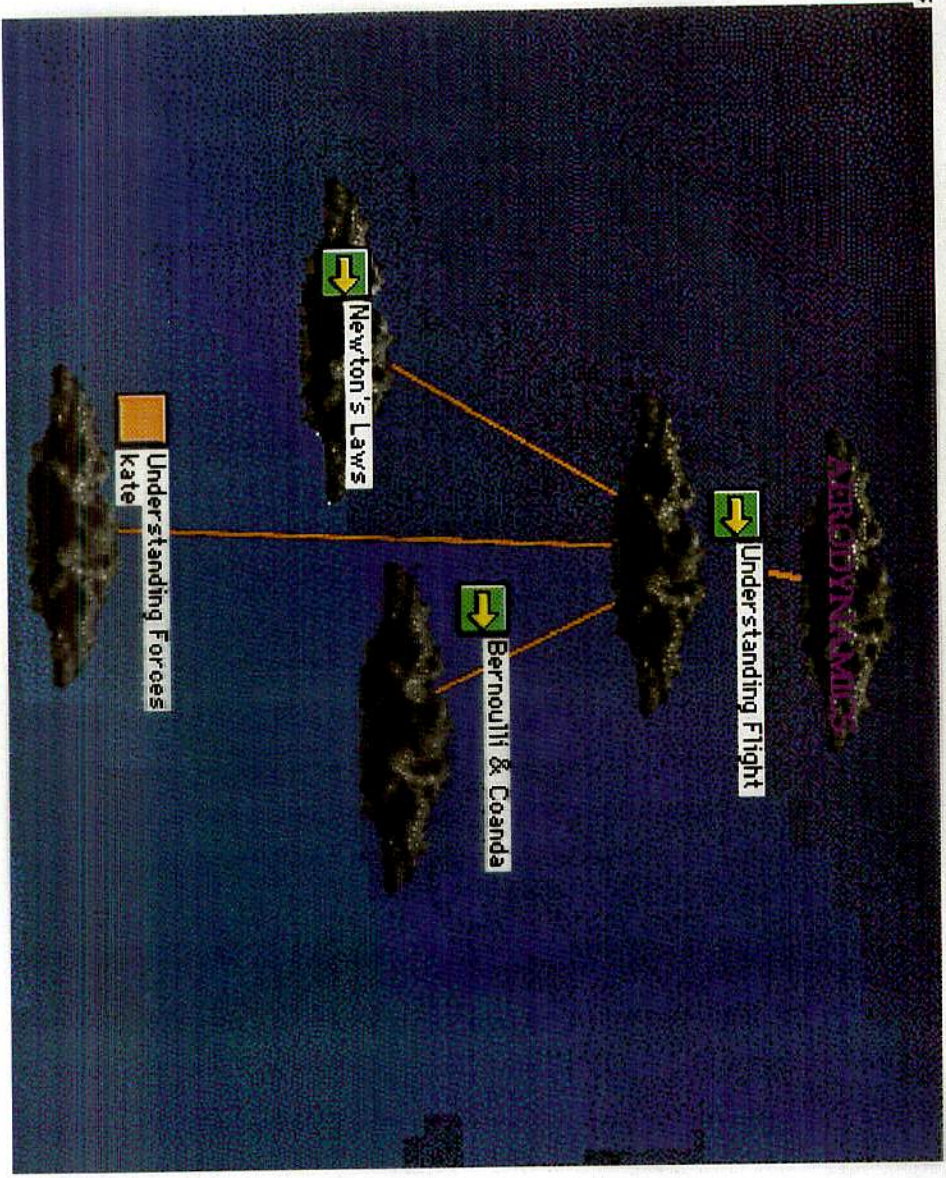
Newton's Laws

Understanding Flight

Kate's Flight Overview

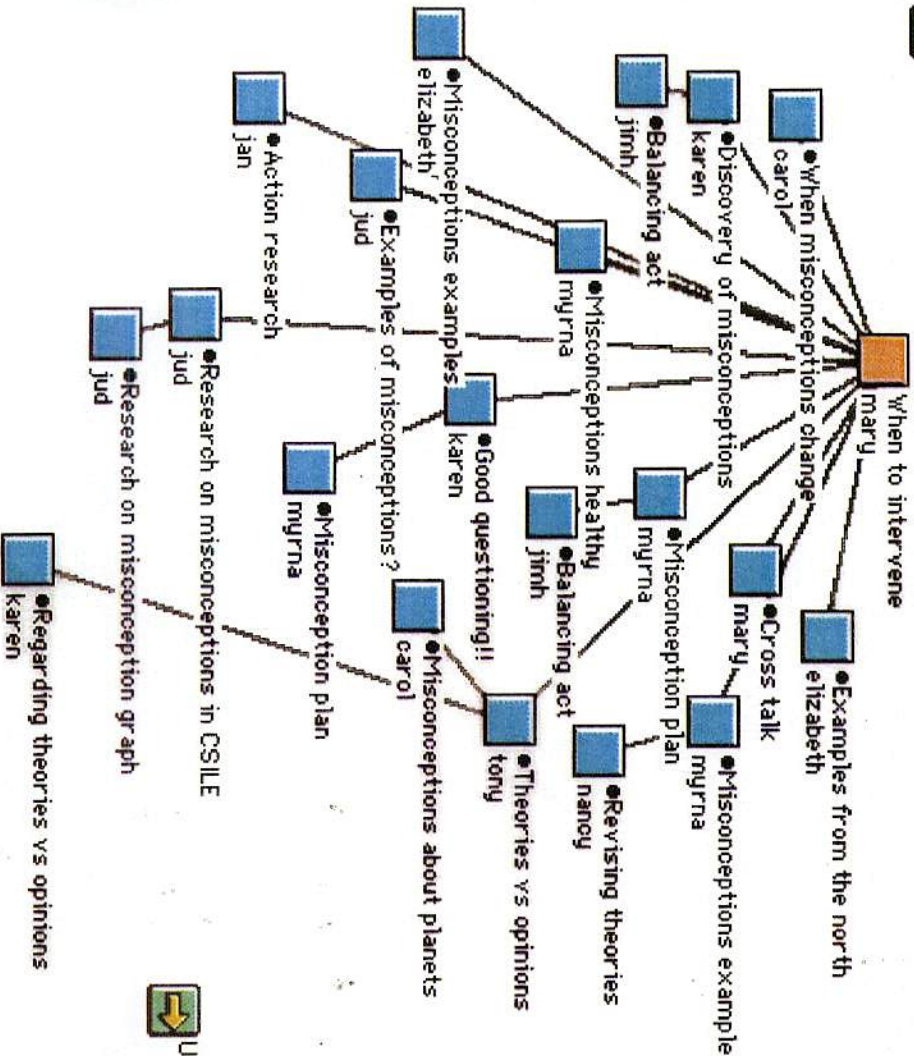


Aerodynamics

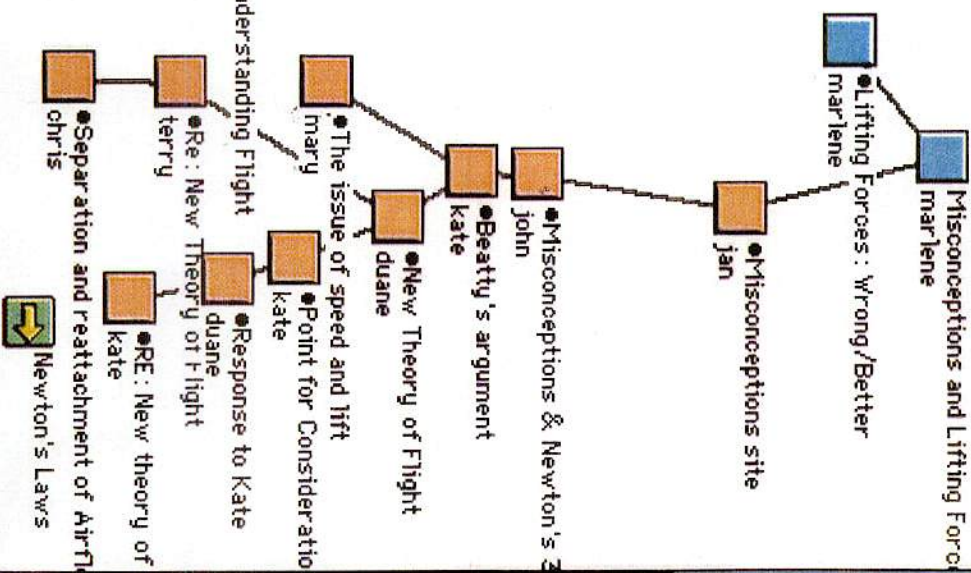


Misconceptions

How do we teach Flight?



Understanding Flight



Portfolio Assessment

Cutting Edge/Productive Questions

Progressive Problem solving

Collaborative Efforts

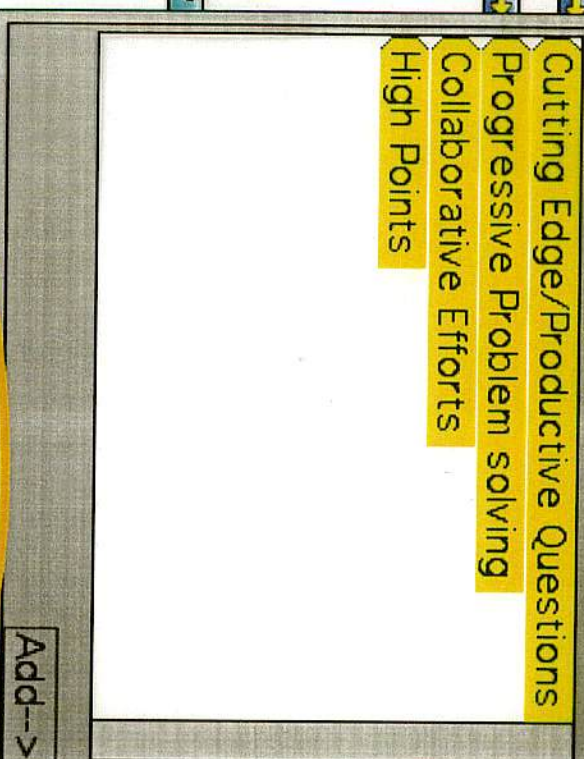
High Points

Problem

Rise-above Reader

col write authors Date
notd/robler/keyword Scaffolds

Custom



Add-->

Keyw

Save Changes

Clear All

Clear

Student select notes relevant to her portfolio and moves them into the Rise-above Reader

Scarfolds

wilder view

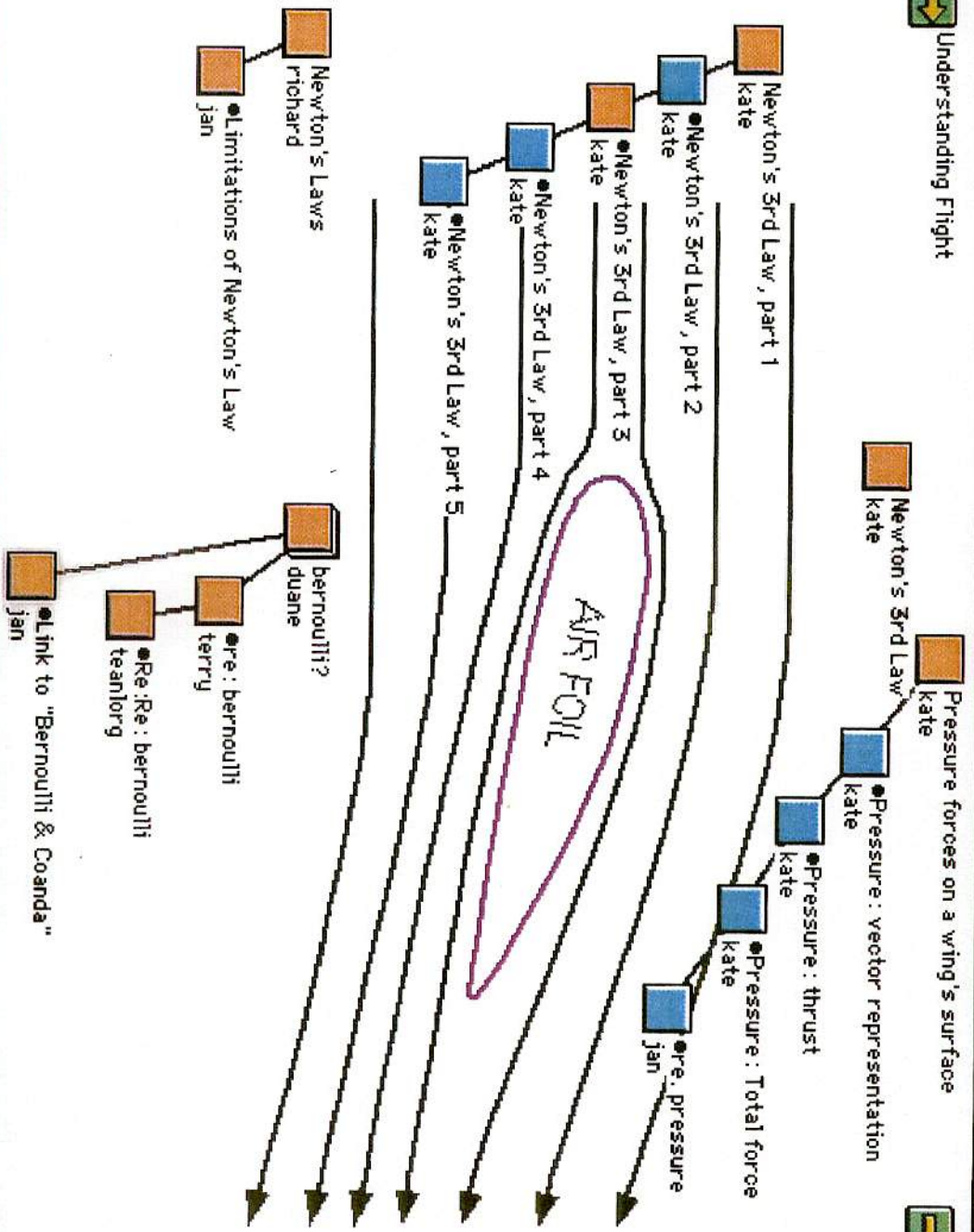
different view

discarree

Newton's Laws

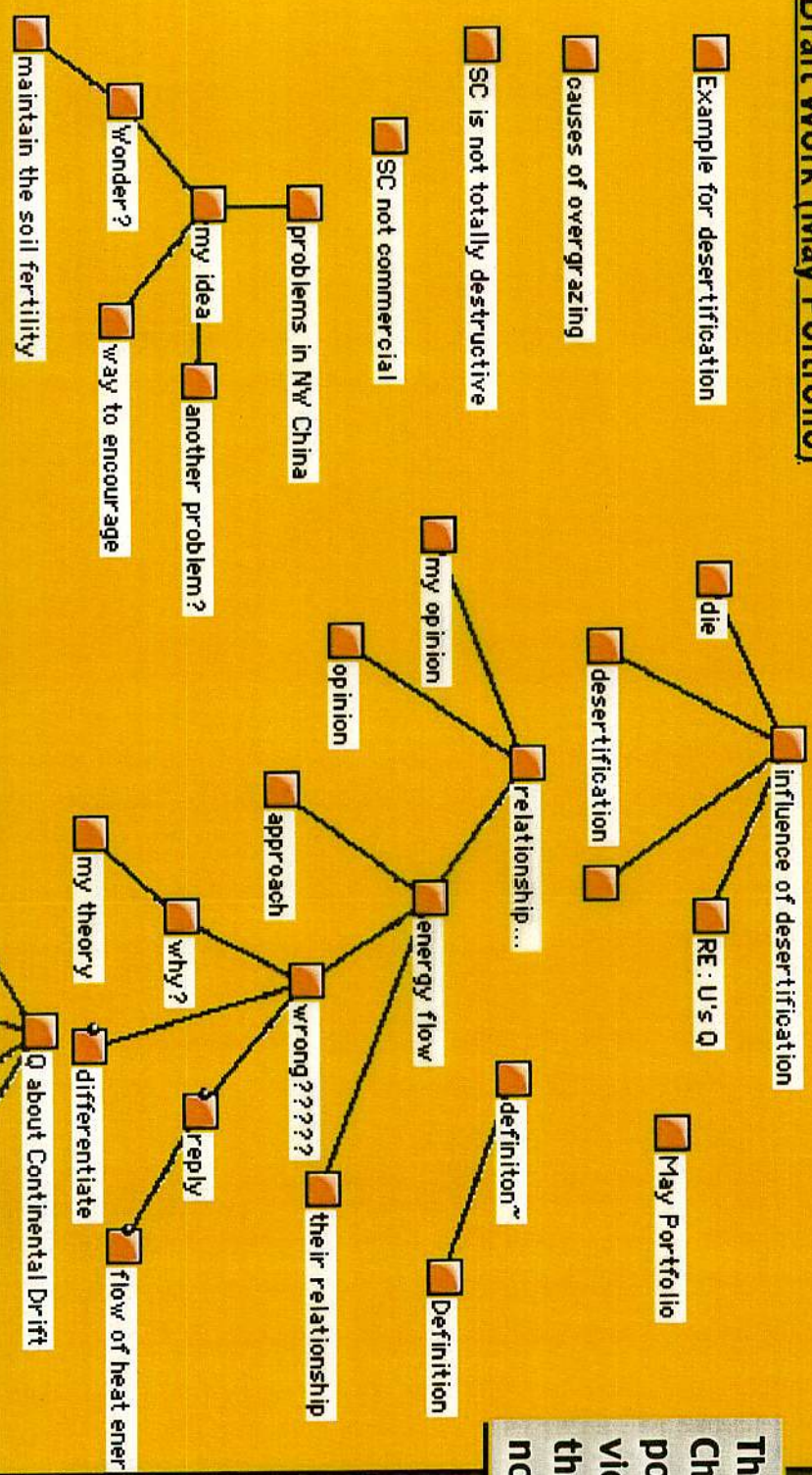
Understanding Flight

Kate's Flight Overview



Learning Portfolio

Draft Work (May Portfolio)



This is Vera Choy's portfolio view, with the copied notes.

Portfolio Assessment

- Cutting Edge/Productive Question
- Progressive Problem solving
- Collaborative Efforts
- High Points

Vera refers to other views in her note.

Problem

Introduction

In this May Portfolio, I have chosen from both the old views (Desert Environment

- Desert Environment and Ecosystem
- Ecosystem) and new views (Desertification
- Desertification, Shifting Cultivation
- Shifting Cultivation(11/05/01) and Plate

Tectonics (Plate Tectonics (21/05/01)). This time I am glad that we are provided with 4 knowledge building principles that guide us to choose the notes. They are really helpful! I would also like to choose some notes from the older views as I want to make a comparison between the explanation that I give with and without these 4 principles.

Note 1 - Shifting Cultivation VS Commercial Farming

Cutting Edge/Productive Questions During our debate with the motion "Shifting Cultivation is

Keywords

Shifting Cultivation

Add-->

Build On | Connections

Close

Portfolio Assessment

Problem

Cutting Edge/Productive Question
Progressive Problem solving
Collaborative Efforts
High Points

would also like to choose some notes from the older views as I want to make a comparison between the explanation that I give with and without these 4 principles.

Note 1 - Shifting Cultivation VS Commercial Farming

Cutting Edge/Productive Questions During our debate with the motion "Shifting Cultivation is ecologically destructive" the affirmative side pointed out that once shifting cultivation had been commercialized, the practice will no longer be environmentally friendly and can pose harm to the environment and disturb the ecosystem. Then Hei Lam raised a question "*I wonder is there any commercialized SC?*" Will it violate the nature of shifting cultivation? His questions generated a series of discussion and met with Principle 1.

Keywords

Shifting Cultivation

Add-->

Build On | Connections

Close

News

- Feb Portfolio
- Deadline Postponed
- Guidelines for May Portfolio
- Instructions

- (Chat Room)
- (Who's Who)
- Welcome (13/01/01)

This is a main view showing view links to the students' views.

Students' Portfolios

- Victor Lau's View
- Chiu Wah's View
- Lai Man Yiu's View
- Jessica Liu's View
- Curtis Tsang's View
- Kwok Chun Hang's View
- Kent Chan's View
- Vera Choy's View
- Ip Kai Leung's View
- Ting Hei Lam's View
- Phoebe Mak's View
- Ringo Law's View
- Francis Au's View
- Yvonne Li's View

Domains of Inquiry

- Desert Environment
- Desert Climate
- Desert Soil
- Desert Vegetation
- Desertification
- Precipitation in Desert (16/02/01)
- Tropical Rainforest
- TRF (Climate)Feb/01
- TRF (Vegetation)Feb/01
- Tropical Rainforest (Feb/01)
- Ecosystem
- Energy Flow(27/02/01)
- Nutrient Cycle (06/03/01)
- Oxidsoil (26/02/01)
- Shifting Cultivation(11/05/01)
- Plate Tectonics (21/05/01)

	ATK	KF Explanatory Questions	Knowledge-building Portfolios
Explanatory Questions	.56*		
Kb Portfolios	.62*	.74**	
A-Level Essay & Writing	.29	.53(*)	.67*

* $p < .05$; ** $p < .01$; (*) $p = .061$

Are the students covering the curriculum?

- 2 instructors asked to independently rank students based on demonstrated mastery of course readings
- “composite” note created for each student
- similarity matrix of LSA-derived cosines created for all student composite notes and course readings
- 1-D unfolding used to create scale
- rank correlations between instructors and LSA calculated
- instructor rankings and LSA rankings all intercorrelate beyond .90

What are the students covering?

- database contributions from students and instructor in a Grade 5/6 class
- general topic of “Physical Science”
 - Gravity, Buoyancy, Flight (Bernoulli’s Principle)
- curriculum (textbook) materials: 66 paragraphs, grades 2 through university
- 136 student notes
- For each note: break into sentences;
 - For each sentence: find top ten sentences from curriculum materials
- look up grade level (GL) for top ten sentences
- calculate mean and SD for GL
- overall mean grade level for “gravity” notes: 8.0 (SD=3.0)
- range: Grade 4 through Grade 10
- students covering topics that are most likely to be found in a Grade 8 textbook